

Principles Of SDS Challenged

Bill Tyson, self-appointed "CCP student representative" led the forces challenging the organizational foundations of the national Students for a Democratic Society (SDS), and specifically the manner in which the SDS concluded the recent demonstrations at the University of Pennsylvania.

The meeting originally scheduled in Room 316 was held in the COMMUNICATOR office due to the failure of Mark Whitlock, SDS campus representative, to secure the use of a room under the auspices of a properly recognized club.

Due to previous obligations, Steve Fraser, a member of the Temple SDS Labor Committee (who was also a leader in the recent U. of P. sit-in) was unable to appear at CCP last Thursday. Arriving in his place was Nancy Shapiro, a coed at Bryn Mawr, and Mike Tinkler (both participants in the Penn sit-in).

In a flyer, entitled "What This City Needs..." which was distributed to all in attendance, the main reasons were listed as "the need for low-cost housing" and "the financing of that housing from the profits of rentals and real estate speculations." The basic object of their dissatisfaction was the University City Science Center

(UCSC) located in the area of the U. of P.

According to Miss Shapiro, "at least 200-250 families have been dislocated through the expansion of the Science Center," and added that "over 80 percent of these families have received no help from the Redevelopment Authority, which is responsible for housing placement, because of the present substandard condition of their construction. The rest have moved to different areas where they have been faced with

substantial rent increases." The sit-in originated as a demonstration-march to the site of UCSC, but when a larger crowd than expected turned out, it was decided to take over the administration building. The demands presented to the trustees included: first, that the land being used for the Science Center be returned for the purpose of housing; secondly that housing should be financed, not by the taxing of working people

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The Communicator

VOL. IV—No. 12

COMMUNITY COLLEGE OF PHILADELPHIA

MARCH 12, 1969

Guest Lecturers Visit Campus China Threat Poetry Now



Dick Wilson

Dick Wilson, author of A QUARTER OF MANKIND: AN ANATOMY OF CHINA TODAY, will present a lecture entitled "How Serious is the Chinese Threat?" tomorrow at 11:15 a.m., in Room 511.

Wilson has interviewed many leading Asian statesmen, including Chou En-lai (Premier of Communist China), the late Hayato Ikeda (Premier of Japan), Eisaku Sato (Premier of Japan), Krishna Menon (Former Defense Minister of India) and Morarji Desai (Deputy Prime Minister of India).

Wilson lectures at the University of London and has spoken before in many other universities in Britain and elsewhere. He has contributed to three symposia on Asia and China.

Theodore R. Weiss, professor of writing at Princeton University, will lecture on the topic "Poetry Now: Tradition and Breakthrough" on Tuesday, March 25, in room 511 at 11:15 a.m.

Prof. Weiss, who also has been editor of the "Quarterly Review of Literature" since 1943, is the third guest speaker in the student activities cultural lecture series.

While on the campus, Prof. Weiss will also visit classes and give informal talks on any literary area of student interest. According to Dean Fields, director of student activities, "time slots are still open in Prof. Weiss's schedule. Any instructor interested in having Prof. Weiss in his class should contact the activities office in Room 514, immediately."



Theodore R. Weiss

Administrative Management Society Aids Mentally Ill

As part of a nation-wide organization, the Administrative Management Society (AMS) of Community College is presently working with the Horizon House, a rehabilitation center for the mentally ill.

AMS members participate in interviewing, preparing, and finding jobs for discharged psychiatric patients so that these people can live in a better world. As part of this program, Jean Kolb, who is studying management courses in his second year and who expects to take over as president of AMS on March 22, received a client who was prepared to meet the outside world once again. Jean obtained background on his client, and found him to be twenty-two and a high school graduate. The client, Ralph, had made several attempts on his life, and subsequently was hospitalized for two months. After-

wards he was released to Horizon House where he underwent a simulated factory situation and counseling in final preparation for employment. After six months, Ralph was willing, able, competent, and well adjusted to the working routine. AMS was at once contacted

then Jean met with the client and found him capable, energetic, and looking for a job with a respectable salary and an opportunity of advancement. Jean, having all the desired information, began notifying friends and relatives for possible job openings. He then

searched the market for a job to fit his client. After a week, and several disappointments, Jean found an opening for Ralph as an apprentice to a printer with a good starting salary and opportunity for advancement. Upon notifying the firm of Ralph's past condition, the

firm was understanding and receptive. Following the normal screening, Ralph was on the job.

However, after three days on the job Ralph was becoming uneasy and through emotional involvement with friends at home, and the job hazards of working a machine, Ralph was unable to stay on the job.

Jean's client is now back at the rehabilitation center, building more confidence in himself, and with the assured feeling that Jean and all the other members of AMS stand proudly behind him, ensuring a better life for the members of OUR community who are unable to help themselves.

If you would like to help change things for the better in America, come to the next Administrative Management Society. ALL STUDENTS INVITED Thursday, at 11:15 a.m., Room 302. Students Unite, help find jobs for the hard-core unemployed.

CCP Music Festival

Monday, April 14
MANDRAKE MEMORIAL 7:30 p.m. concert
Tuesday, April 15
Peterson-Patterson, folksingers 11:15 a.m. concert
CCP Chorale and Orchestra 8:00 p.m. concert
Wednesday, April 16
Operatic Duo 8:00 p.m. concert
Thursday, April 17
Gary Goldschneider, pianist 11:15 a.m. concert
John and Lydia Russo,

Clarinet Recital 8:00 p.m. concert
Friday, April 18
Jim Gold, "World of Guitar" 3:30 p.m. concert
TO BE ANNOUNCED 8:00 p.m. concert
Saturday, April 19
NO PERFORMANCES
Sunday, April 20
CCP Chorale and Orchestra 3:00 p.m. concert conducted by H. Varlack
St. Mary's Episcopal Church, 39th and Locust streets
Performances will be held in Room 511 unless announced otherwise.

Dean Outlines Convention Plans

The CCP Student Constitutional Convention has been meeting weekly ever since the beginning of the spring semester to establish the guidelines for a new student government.

In his constant effort to aid the studentry, Dean Fields has submitted his proposals for this Convention.

Let it be said that the Convention has already agreed to set up a bicameral parliamentary government. Let it also be said that most of Dean Fields' proposals have already been accepted previous to his submitting the proposals.

To date, I have scrupulously refrained from voicing my opinions or concern with regard to the Constitutional Convention now sitting. I do not want to give the impression that the "Administration" is out to dictate student conduct of student affairs. However, I do not want members of the Convention or the CCP studentry to conclude the Administration does not nor ought not to have an interest in your work. I assure you we are as anxious as any group of students that you conclude speedily the establishment of an effective student government.

Having spoken there in my capacity as the administrator most closely associated with the student government, perhaps you will extend me the courtesy of speaking as an amicus curiae. In this capacity I have two concerns.

First, I am pessimistic that this convention can effectively complete its work in the short time remaining in this semester. If you do not, how can you legitimately continue beyond this semester? I doubt the present SGA has authority to perpetuate the convention beyond its own functional lifetime. I think it is most urgent that you pause in your

deliberations and urge the present SGA to hold elections for 1969-70 under the present Constitution, that this new government take office so that a continuity can be maintained, and that the new government be petitioned as an initial act of business to continue this Convention. The present SGA cannot relax its responsibility under the guise of awaiting your mandate. You, as a deliberative body, ought not rush your work, and CCP cannot afford to repeat the experience of last spring and fall when for the preceding summer and six weeks into the fall term, there was no effective government.

Secondly, I am concerned that the results of your labors might be a student government that in point of fact does not represent the views of the students. I wish that I could be invited to share my thoughts with you and you would feel free to weigh whatever I have that passes for wisdom and choose that which commends itself to you. But at this moment in history it is imperative that students not feel oppressed by administrators. Nevertheless, I am concerned that students' views be fairly and effectively represented at all levels of our common life as a college.

One of the chief complaints leveled at the present SGA is that it represents no one but the persons constituting the government. I have serious philosophical reservations with this post-facto dissent. My own commitments apart, the problem for this convention is: How can any SGA receive a mandate to govern?

In searching for an answer, I suggest you consider seriously a parliamentary form of government along some such lines as these:

Any full-time student desiring a seat in the Student Parliament would be required to

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The Student As 'Nigger'!

By Gerald Farber

(Reprinted from DAILY BRUIN SPECTRA, Tuesday, April 14, 1967. Gerald Farber is a teacher at Cal. State L.A.)

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there, we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a nigger-lover. In at least one building, there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty love-making. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in natural elections -- their average age is about 26 -- but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored,

put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" -- and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tells him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out -- each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class.

at least in my view, these arguments, and all those men of good will who express them, are making an error of insight, perspective, and judgment.

For instance, I can't help disagreeing when Rev. Fields says that "the chief factor in the contemporary campus unrest is the explosive expansion of knowledge." Most undergraduates, as I see them, are less concerned with their knowledge being obsolete in five years than with their personal knowledge explosions. If disturbed at all by the expansion of knowledge, they are disturbed by being increasingly curious, excited, and stimulated. Most undergraduates are intensely concerned about their own lives and learning, and desire if not total autonomy in determining their own destinies.

Campus unrest is not the result of this or that one chief factor; each campus has its own problems. Some of the shared problems arise from the coercive tactics employed by faculty and administrators to intimidate students into total submersion and submission in course and college demands and policies.

Campus unrest is, of course, positive as well as negative, producing initiative and change, participated in by instructors as well as students. When Rev. Fields says that "...it is doubtful the time will ever come when the teacher will be dispensable or course requirements unnecessary or tests and grades matters of indifference," he is challenging the positive unrest here at CCP. He is apparently unaware that educational reformation at this college has been proceeding at a steady, creative pace. Some classes are meeting without teachers, many teachers have abandoned grades

The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age, we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been ever since.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others -- including most of the "good students" -- have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and

and thus tests which are only grading devices, and in the new General Curriculum, course requirements no longer exist.

I also disagree with the argument that education is a system open to "a systems approach." The best learning is not by program, not by system, but by surprise. Those who are creative in the learning community know this through intuition and through experience. Campus unrest is in part a recognition that the system kills the surprise.

Rev. Field concludes his article with the terse admonition to students not to "neglect to exploit your opportunity to learn while you may." As if learning either began or ended at this college! What might better concern us is whether or not learning occurs here at all.

(The opening quotation is from an article by Carr and Lynch in the Fall 1968 issue of Daedalus magazine.)

cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State, these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve on their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well

what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate, teachers ARE short on balls. And, as Judy Einsenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say -- or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim -- any time you choose -- you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear -- fear of the students themselves. After all, students are different just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance -- and parade a slender learning.

You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms.

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Letters to The Editor

An Answer To Dean Fields

"The best learning happens by surprise," thereby thumbing its nose at the programmed men and systems that attempt to inject learning into others' minds. The best learning is dynamic, intensely personal, and unprogrammed. Contrary to Rev. Fields' view in the last COMMUNICATOR, such learning occurs in the learner for the learner's sake. Unless he first of all is the wiser for it, he cannot benefit the economy, the society, or even the educational system.

Inherent in Rev. Fields' article is the assumption that although "the student's insight into his educational needs ought to be respected and explored," the status quo will not ever be effected by that insight.

Inherent in my argument is the belief that learning can happen by surprise, that it is the learner himself who experiences this surprise, and that creating an atmosphere where surprise is possible is probably the only important function of a college.

Rev. Fields expresses assumptions about learning and the programming of learning which are unsound if not invalid. My reasons for pointing these out are not that they happen to have been stated by any one person, but because they are presented again and again as sound explanations for what is occurring on campuses today. And,

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A Look At TV's Joe Pyne

By Marc Werlinsky

Who sits audaciously behind a desk, immunized from all his surroundings? Who will never admit to being in the wrong? Who passes out insults right and left and is more American than apple pie making even the President of the United States want to puke? Give up? Surely you should know. It's the granddaddy of 'em all, Joe Pyne.

The Joe Pyne show attracts a fairly large viewing audience, mainly due to the wide variety of guests, whom he maliciously attacks and embarrasses unwarrantedly because they are impelled to come before the public maintaining different ideas and beliefs or had happened to partake in an experience beyond the range of Uncle Joe's imagination. He will refuse to recognize any fact however true or proven it may be that suggests an advance in present knowledge and a change from the popular beliefs of today to the established knowledge of tomorrow. True, he occasionally gets some nuts, but the majority of people who appear on his show are honest, decent citizens who have feelings, just like Cousin Joe, and who think they have something useful to bring before the nation with no desire to be laughed at because they are willing to defend their stand.

If Joe Pyne had been operating back in the days of Columbus and had him as a guest on his show, the noted explorer would have had to face such lines as, "Everyone knows the world is flat, Chris, and anybody who would waste valuable jewels to back a fool like you, would have to be a bigger fool. It's the 'ding-bats' such as yourself who give this country a bad name, in fact, you should be kept off the streets with crazy ideas like that." If everyone was like Joe Pyne since the beginning of time, the wheel would still be looking for an inventor.

With Papa Joe at the helm of a show, that has been duplicated by many other "Pynes," anything can happen, not that he necessarily has anything to do with it, although it is his show. Like the time when the abominable snowman of North America was the subject under discussion, and, of course, the featured guest was

being hit from all sides with stupid Pyne insults. Members of the audience were encouraged to participate by stepping forward and asking the guests questions and one curious victim advanced to toss a query. It so happened that this unfortunate man bore a striking similarity to the picture of the abominable snowman that had just been shown and he was drawing scattered laughs from Pyne plants in the crowd. When he asked what was so funny, Brother Joe replied, "Your face," and embarrassed this man in front of friends and family who just might have been watching on television. It is unfortunate that those slandered by Pyne can do absolutely nothing about it, for, in order to appear on the show or in the audience, one must sign a paper saying that no legal action or any other type will be taken against "yours truly."

Joe Pyne is a master of the art of being a no good S.O.B. Frequently, he will evade the subject under discussion and delve into the life of the person who is making a guest appearance, just to ridicule this person to the point where he might never want to show his face to anyone again which could lead to some serious results. Why anyone would want to appear on his show, knowing that indecencies will be heaped upon him or her, is a mystery. Hopefully, the day will come when Joe Pyne will have to swallow a large dose of his own bitter medicine in front of many witnesses, and maybe then more people will wear "Send Joe Pyne to college" and "Pyne's a swine" buttons. Maybe then he'll realize that he wouldn't last a station break on his own, and without those whom he senselessly ridicules, he would be handing out paper towels in the men's room of some obscure hotel on the outskirts of Beirut.

Students Search For A Study Paradise

By Joseph R. Gomez

A serious CCP student, carrying textbooks in his hand, walks across the main lobby and solemnly enters the library.

At Community College of Philadelphia, just as in any other institution of higher learning, there is an intrinsic need for students to devote tedious, thought-gathering hours to the pursuit of the art of study. The meditation demanded by the acquisition of knowledge is of prime importance for the success of a study session. Apparently, it is with this in mind that the following inscription appears in the student handbook: IT IS IMPORTANT TO ALL STUDENTS THAT THE LIBRARY BE RESERVED AS THE ONE QUIET STUDY AREA IN THIS BUILDING.

But today the serious CCP student, angered by piercing, disturbing noise, exits the library and hurries across the main lobby.

Where does he or she go? The library is so noisy, tumultuous, and distracting that no one can study there. The student is left with two choices: 1) remain in the building and search for a study paradise, or 2) give up altogether, leave the confines of the college, and head for home or elsewhere.

Examine the second alternative. If a student, in search of study space, leaves the physical plant, then he or she is no longer present to participate in school activities. He or she is no longer a FUNCTIONING member of the student body. This problem represents a devastating sledgehammer to the school's morale and lately has been the object of much verbalizing. Many people assert that the disease that plagues Community College is apathy. Stated as such, that is not the case. The disease that indeed plagues Community College is, as Dean Thomas said at a meeting of the Political Awareness Committee, that "its students

come into the school but are in a hurry to get out--fast!" That students have outside activities, like jobs, is not the fault of the school, and also this is not sufficient reason to label the CCP studentry as apathetic. Many full-time day students, who are also wage-earners, show deep feeling and concern for school affairs. Now, what would cause apathy? Think of those students who are shrieked out of the library. These students, in search of study space, are made to leave the physical plant; and repeated enough times, this process causes apathetic students.

Why do they have to leave the physical plant? Let us now examine the first alternative. A student can remain in the building and search for a study paradise. Where does he or she go? Well; 1) he or she can go to the mezzanine. Oops, by orders of the Supreme Ruler, no one is allowed to go there. 2) The student can go to an empty classroom. But in this day and age of population explosion, empty classrooms are difficult to find. The student may search laboriously from second to seventh floor and when he or she finally finds an empty classroom, the bell would always ring and it is time for the next class. 3) He or she could don a gas mask, to over foul smells, and proceed to a bathroom and close himself or herself in a compartment for peace and quiet. But this is not a likely place a diligent student would feel comfortable in. Finally, if the student is daring enough, 4) he or she could take the freight-elevator and descend to the ill-lighted sub-basement, the 11th street catacomb, for the most funereal, desolate study session he or she ever had. But of course, on Tuesdays and Thursdays, the baseball team's pitchers and catchers inhabit the sub-basement for practice, and no serious student wants to study there. Anyway, one wouldn't want

to go to the sub-basement. Besides being ill-lighted, the place is so dusty that anyone frequenting there a dozen straight times is sure to get cancer of the lungs. If you worry about lung cancer, then 5) you can go to the roof!

Folks, there is no quiet study area in the Community College Building.

What should the preoccupied student do about it? One fantastic proposal can be made to mitigate the lack of quiet study areas. How about if the students all rush up to the 8th floor? Yes, rush up to the Faculty Kremlin, and in Storm-the-Bastille style, take over the hallways and passageways for quiet study sessions. At least, by doing this, the students can arouse enough faculty fervor to install and enforce quiet study areas.

At the most, if the students like the 8th floor galleries, they can all stay there to study and relax. Just imagine the togetherness which will develop between faculty and students. Maybe this will lead to calling teachers by their nicknames. "Hey, Harry. How did your wife treat you last night?"

The problem of a lack of study space is strangling the academic efforts of many Community College students. There are administrative officials who have the responsibility of maintaining quiet areas of study and it is their fault if the library is not a study paradise.

In the student handbook there is an ordinance which states that IT IS IMPORTANT TO ALL STUDENTS THAT THE LIBRARY BE RESERVED AS THE ONE QUIET STUDY AREA IN THIS BUILDING.

This ordinance should be enforced. This ordinance should be enforced even if it requires that all students be gagged before entering the library.

The Open Lens

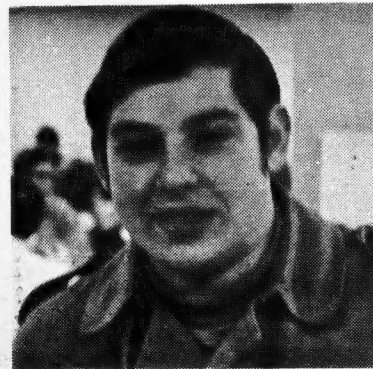
By Gerald Chernicoff

Question No. 1

Who is Dr. Bonnell?



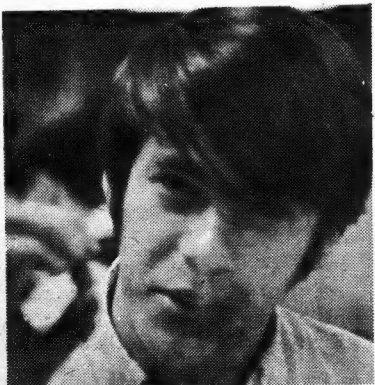
Georgianna Nicklaus... "I think he's an English teacher."



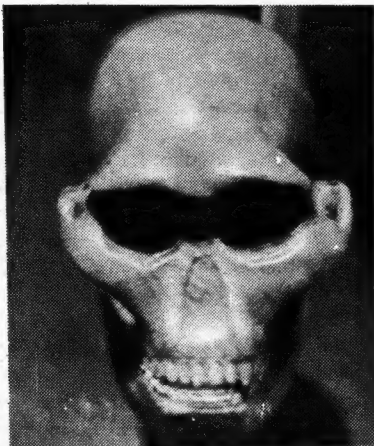
Bruce Goldstein... "Oh I think he's the Dean or something or other."



The Phantom... To quote Carolyn Murphy, "Dr. Bonnell is a big fish in a small pond who would like everyone to think he is an important and most worthy man." I couldn't agree more.



Tom Niblick... "Never heard of such an animal."



Irwin Charlip... "I think he's the head of the history department."



Barbara Sussman... "The Dean or the President. I'm not sure."

Convention

(Continued from Page 1)

procure a petition from the Student Activities office or some other college office. (I say this because such a government will require some clerical attention to details that students ought not be required to do if their primary duty is their own education. We could work with you in any way you desire in order to secure equity to all.) It might be well to require petitioners to place a \$5 deposit which would be returned when the petition was completed but forfeited if not. I suggest such a forfeiture of a deposit to discourage jokesters and those determined to inhibit the process. To assure an honest election-petition process such petition forms ought to be appropriately numbered and its transaction certified by the office or agency you choose.

Upon receiving, say, 25 signatures of qualified student voters, the petitioner would then file his certificate and be granted a seat in the parliament.

Students could sign the petition of only one candidate.

Students could withdraw their consent at any time by filing an appropriate certificate. Loss of, say, 25 percent of the minimum required signatures would be regarded as a loss of confidence and the member would lose his seat. In order to retain that post he would have to go through the petitioning process again.

Dear Kay

Dear Kay is alive and well, however, at this time she is on a short vacation in Argentina. Never fear, for she will return in time to solve your problems and answer the avalanche of letters by next issue. In the meantime Dear Kay relays this pearl of wisdom, "It's not what you make, but whom."

Members of parliament regardless of the number of their constituents would have only one vote.

The duties of the parliament would be

- (a) election of a cabinet.
- (b) Legislative approval of motions and measures prepared by the cabinet.
- (c) endorsement of the president's election and the presidential appointments.

The cabinet could consist of 24 members elected by the parliament.

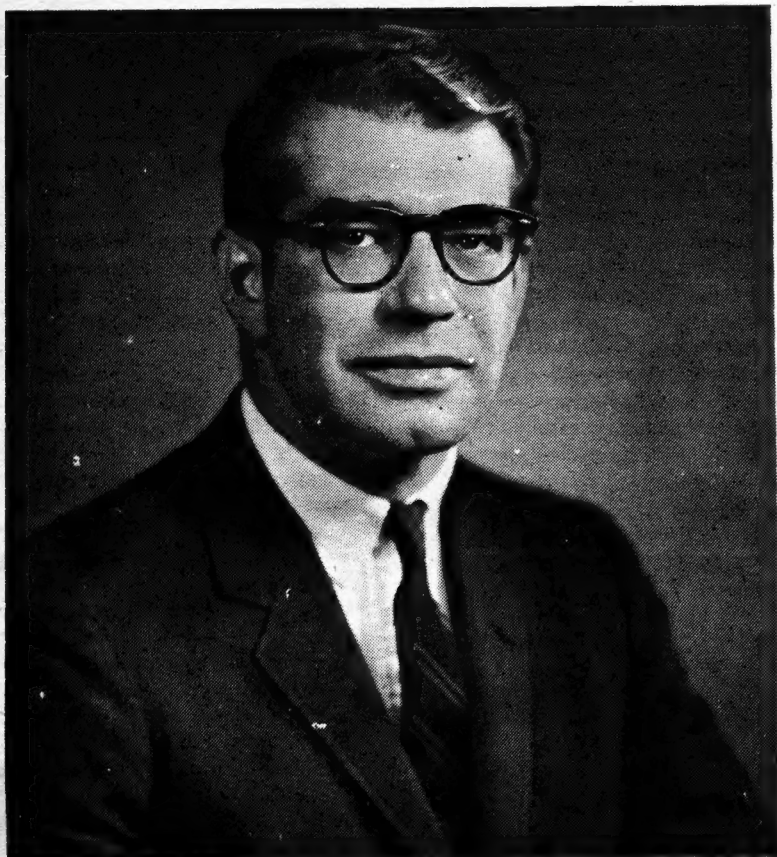
The duties of the cabinet would be to function as a steering committee for student legislation and subdivide into smaller study committees to better prepare effective bills.

The cabinet would remain in office at the pleasure of the parliament and would be required to resign on a vote of not confidence which any five members of parliament could attach to any legislative measure.

Cabinet members must be members of parliament.

(Continued on Page 4)

Where Have All the



State Senator Hobbs

Senator Visits Campus

Pennsylvania State Senator, Frederick H. Hobbs of the 29th District, Carbon and Schuylkill Counties, will visit the Philadelphia Community College campus on March 20.

The Senator, the vice-chairman of the Pennsylvania State Senate

Law and Order Committee, will discuss the 18-year-old vote and its relation to today's youth.

CCP's Political Awareness Committee invites the studentry to attend the meeting. It will be held March 20, at 11:15 a.m. in Room 511.

The Student As 'Nigger'!

(Continued from Page 2)

chological terms. Work them out, it's not hard. But in the meantime, what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier word, you can only program them.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell. How do you raise hell? That's a

whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn

to dance by dancing on the IBM cards. They could make coloring books out of the catalogues and they could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at -- a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons -- their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it.

Musical "BE-IN"

ENCHANTED and PANDORA'S
CARVAN BOX

Tuesday, March 18

11:15 a.m., Rm. 511

"Bring your bag, men"
It's a happening!

The Soldiers Gone?



Photo by Ken Devlin

Constitutional Convention

(Continued from Page 3)

The cabinet would nominate the President to the parliament and he or she continue in office at the pleasure of the cabinet but could be removed by vote of no confidence either by the cabinet or the parliament.

Unless otherwise constitutionally ordered, all officers and court officials would be nominated by the president, endorsed by the cabinet and approved by the parliament. This approval would always be a vote of confidence for the officers involved.

Probably computer time would be necessary to insure that no student signed the petitions for more than one representative at a time but I have every reason to believe President Bonnell would make that computer time available--he, too, is vitally interested in representative student government as is Dean Sherwood.

I do not suggest the above is a polished last word, but it is an approach I think would be realistic; and I would be delighted to discuss this further.

George C. Field

SDS

(Continued from Page 1)

but by the taxing of real estate interests making a profit from land speculation; and finally, that the UCSC abandon proposed unclassified government research work.

Relating the effects of the sit-in, Miss Shapiro said that "the movement would have had much more effect if only the black leaders had been cooperative in bringing the 'persecuted' people into the demonstration." It is her belief that "the demands brought forth could have been reached if these people had been contacted. The black leaders were working the same end as the trustees, because both wanted to get the demonstration over with."

The settlement eventually agreed on last Sunday, provides for the formation of a quadrupartite committee consisting of five representatives of Renewal Housing Inc., five trustees, five faculty members, and five student leaders. Their purpose will be to determine land and money problems facing the housing crisis.

A rather lengthy discussion between the Labor Committee representatives and members of the audience followed. As has been the norm for past gatherings of this type, the SDS people ran into difficulty in getting their message across, and heated arguments were ignited throughout the room.

The Philadelphia SDS Labor Committee, presently continuing the work the Penn demonstration began is waging a campaign for



Nancy Shapiro and Mike Tinkler

low cost housing, improved education, and decent high paying jobs.

It is their belief that these are the crucial problems that need to be solved and that the city managers are "incapable of providing a solution."

On housing, they claim that this city has a housing problem so acute that over 100,000 housing units are currently needed, and the problem grows worse with institutional expansion, such as the case with

UCSC, into residential neighborhoods.

They demand the construction of 33 new schools "to educate adequately the present number of students, who have contributed to the highest dropout rate of any city in the country."

They are building up a mass city-wide movement and hope to have centers on all Philadelphia campuses. By doing this they hope to combat successfully the needs of the city.

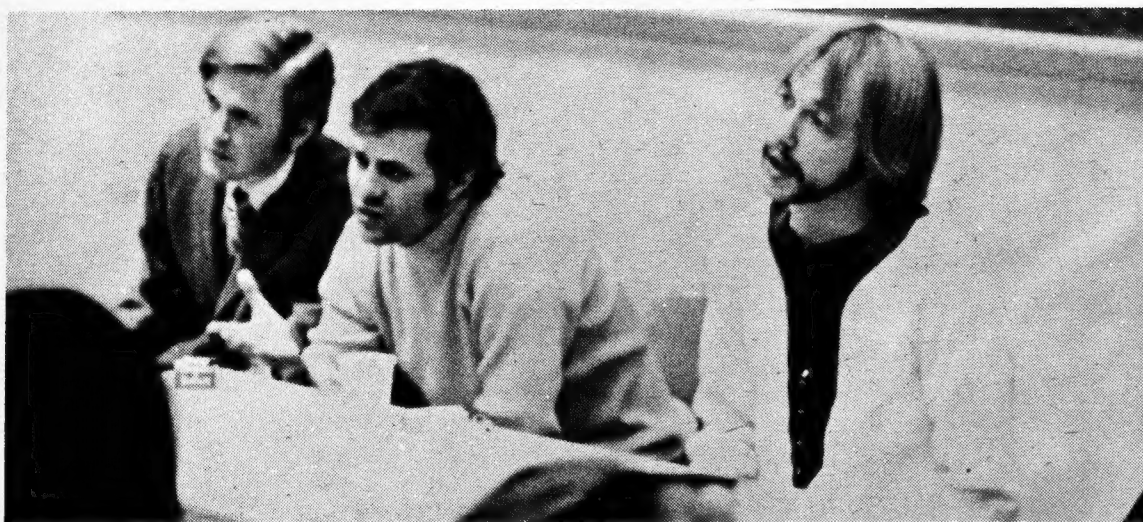
MIXER

Friday

8:30

In The Vendeteria

★ Features ★ Features ★ Features ★ Features ★



Members of the cast of "Your Own Thing" spoke to Carol Rosenbaum's speech class last week. The visitors are (from left to right) Allan Hunt, David Little, and Gerry Burkhardt. A young lady, Terry Ralston, was also there, but she had to leave before this picture was taken.

On The Town

'Own Thing' Cast Pays A Visit

By Howard M. Miller

On March 4, Carol Rosenbaum's speech class was visited by four members of the cast of "Your Own Thing," the musical at the Walnut which has had the longest run of any show in Philadelphia (21 weeks).

The four guests were Terry Ralston, who plays Olivia; Allan Hunt, who plays Orson; David Little, who plays the stage manager; and Gerry Burkhardt, of the Apocalypse rock group.

They accepted an invitation to come here and answer questions put to them by members of the speech class, and, as the word spread, by other students cutting their classes to see the "stars."

Then, at about 1:30 p.m., they entered the room--and lo and behold, they were not gods at all, but people--charming, interesting, and delightful people. Two of them, Allan and Gerry, were even eating vendetria food. How down-to-earth can you get?

The questions got started when someone asked how important they thought a college education is to someone who wants to be an actor.

Terry, who was a drama major at San Francisco State College,

answered that she thought that it had been very valuable to her as a start, and, besides, she had stayed in school long enough to earn her teaching credentials "just in case."

Gerry believes that the experience of going to school itself is a good thing, even if it may not be a direct aid to an acting career.

Miss Rosenbaum posed the interesting question about whether or not it is true would-be actors have to sleep with the producer to get ahead, just like we read in all those movie mags.

The four, of course, denied that it is true. Gerry jokingly said "it's not a definite prerequisite, but it helps." To which Allan added, for the benefit of Miss Rosenbaum, "the first man who ever put his hand on my knee was a teacher."

A somewhat more serious question was asked about the type of audience the show appeals to. It was suggested that the writers deliberately designed the show to appeal to the middle-aged, middle class audience, which, of course, controls the money that the producers want to get their grubby

hands on. The main objection to this was that "Your Own Thing" pretends to "tell it like it is," and that the middleaged, middle class audience leaves the theater thinking that they know what youth is all about. They don't -- at least not from this show.

The visitors were not at all offended by this and more-or-less agreed. Except that Terry feels that the show does have something to offer the type of audience it attracts, and that it has had to compromise in order to get some worthwhile points across in a way that the audience would accept.

Having been in Philadelphia for five months, their opinion of the City of Brotherly Love was well-expressed by Allan when he said, "We have one day off a week... and we always go to New York."

Every actor has some funny experience that has happened on the stage. Terry chose to tell about what happened to one of the actors who wasn't present to defend himself. The actor, who shall go unnamed, was playing a love scene, when his stomach began to growl. This started him and the girl

(Continued on Page 7)

The New Breed Of Nurse

By Robert Small

Hearing a rumor that the school nurse had some "very wild opinions," I hesitantly entered the door under the sign marked "Student Health." I was pleasantly surprised, nay shocked, to see that the nurse of high school days (140 years old, who thought everyone was a hypochondriac, gave tea for everything including broken legs) is replaced by a Mrs. Ella B. Certaine, a young woman who feels that a nurse's office should always be open, whether the problems is physical or mental.

Communicator: What is your pet project as far as health problems?

Mrs. Certaine: I chose smoking because of the many studies I've read and my own experience. For 15 years I smoked a pack a day before I went to Dr. MacFarland's smoking clinic. After the five day plan, I was able to do more physical activities without the shortness of breath I had acquired.

Communicator: What are some of the things that you've done on this problem?

Mrs. Certaine: The exhibit of a year's supply of cigarette butts which was displayed in the lobby last spring, along with pamphlets that give the facts about smoking. Smoking cigarettes is my pet peeve but I personally am not trying to force anyone to quit. I give them the facts and let them decide for themselves.

Communicator: How does Dr. MacFarland's smoking clinic work?

Mrs. Certaine: It's a five-day plan or rather a five night plan. In these five nights you receive lectures, scientific material, and appeals to your common sense. The buddy system is used, much like A.A., and this strength in numbers helps it to be a very effective program.

Communicator: How about the program here?

Mrs. Certaine: I feel that I have accomplished my goal when someone comes in and wants to quit. I hope to reach a certain amount of people, though I know this program will never be 100 per cent effective.

I also feel that if TV and Radio advertised cigarettes realistically many people would stop smoking. The proposed ban on cigarette commercials would help to cut down the incidence of smoking and prevent it being taken up for the reasons many people do now.

Communicator: How do you feel about the drug situation at CCP?

Mrs. Certaine: I don't think we can narrow it down to the drug problem here. It occurs everywhere. People have a natural curiosity. There are also certain people who will become mainline addicts if they never smoke. This is more mental than physical.

Communicator: Do you feel marijuana will be legalized soon?

Mrs. Certaine: I doubt it but it would cut down on black market trade and on people who smoke it because of its illegality. I don't think grass leads to addictive drugs but any drug that impairs the natural function of the body is harmful.

Communicator: How do you feel about the cure of drug addiction in this country?

Mrs. Certaine: It's much easier to prevent than to cure, of course, but sadly the only cure seems to be "cold turkey." Many programs are always coming up.

Communicator: Has there been a great deal of VD occurrence at CCP?

Mrs. Certaine: The rate of venereal disease here, that I know about, is smaller than the national average. This is a national problem due in part to the tenseness of living today. Morals are looser, there is a lack of information and the rate goes up.

Communicator: Why did you decide to be a nurse at Community?

Mrs. Certaine: I enjoy working with young people. Public Health is a form of preventive medicine and this is a very good place to practice preventive medicine with drugs, smoking, etc., with young people. I also liked starting in with a new concept.

Communicator: How long have you been working here?

Mrs. Certaine: I've been a nurse and health counselor for two and a half years. My office is open from 8:30 to 5 and my door is open to everyone. I feel mental health is as important as physical health. I've even given advice on problems of love. I've tried not to alienate people, but to help and inform.

Communicator: Where did you go to school?

Mrs. Certaine: Mercy Douglas Hospital School of Nursing.

Communicator: Anything else you want to say?

Mrs. Certaine: Only that being informed is one step ahead.

These are indeed "wild opinions" as opposed to the tea-for-everything school of nursing.

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Oscar Brand will appear Thursday through Sunday at the Main Point, 874 Lancaster Avenue, Bryn Mawr. The New York Times calls Oscar Brand "One of America's best folk-singers." Sharing the spotlight will be Gordon Bok, singer, guitarist, and songwriter. Oscar Brand, the main attraction, enjoys the Main Point since he can relax with a few songs not permitted on TV.

The Art Gallery

By Britton Jones and Roberta Goldstein

Until last semester CCP's art gallery (formerly the women's lounge) had been run inefficiently. Fincher Jackson, a CCP student majoring in art, decided to make art appreciation a reality this semester on campus.

Jackson has worked hard preparing the gallery for the exhibits he has brought in from the Smithsonian Institute and Tyler School of Fine Arts. The new gallery has become a place for students in art history, creative writing, or anyone else who wishes to look at some interesting art pieces. Mr. Jackson says, "the art gallery is open to night school students and they should take advantage of this unique facility."

He has already brought in two exhibits. The Color of Man, a photographic essay on the facts about color, is being circulated throughout the United States under the auspices of the Smithsonian Institute. The other exhibit from Tyler is a representative showing of student art work. According to Jackson, "some very talented stu-



Students enjoy gallery lounge.

dents have given us some of their better work. The exhibit consists of some abstract art, pen and pencil drawings, and some lithograph prints."

The Color of Man consists of 37 black and white works, photographed by Ken Heyman. It is accompanied by a text authored by

Robert Cohen, covering the scientific findings on the facts of color from biologists' and anthropologists' explanations of what color is and how it evolved to the historians', sociologists' and psychologists' findings on color prejudice and its significance today.

In explaining the exhibit, Jackson said, "the photographs speak for themselves. They show all men today--from the newborn baby, not yet minutes old to the wizened face of an old Brazilian woman. People of all nations, the United States to Nigeria, and in all stages of life, from dancing-school children to a family eating dinner in Hong Kong, are depicted. People having fun--a picnic in Cherbourg, France, and a crowd welcoming an astronaut in Washington, D. C., to people at work -- a Japanese actress and NASA scientists, amplying the test.

"The students here should welcome the invitation and spend some time looking at the exhibits because a great deal of time and effort has gone into making these exhibits possible."



Fincher Jackson, Curator

On The Town

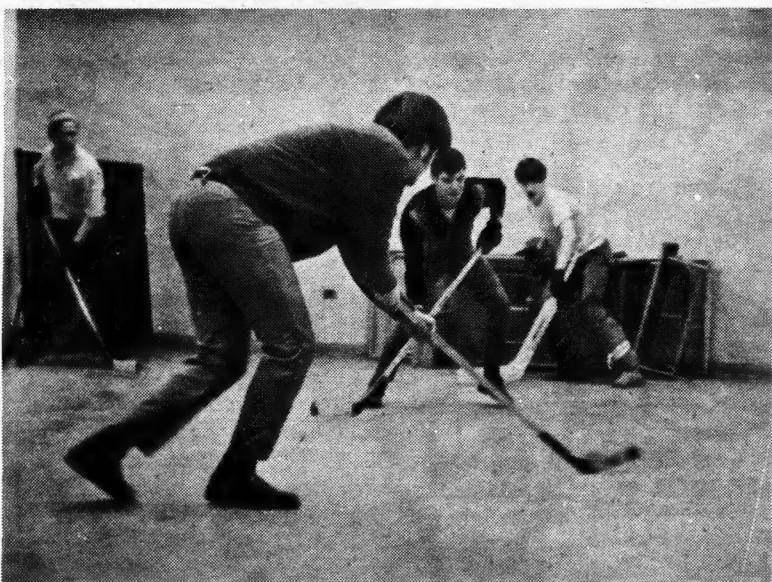
(Continued from Page 6)

laughing, which is a very dangerous thing to happen on stage because it can blow the whole show. So, in trying to control his laughter, the actor wet his pants and had to finish the scene standing rather awkwardly sideways.

And then the bell rang and it was all over. But it had been an interesting and enlightening hour with four very nice people.

Financial Aid

Any student who needs or wishes to have financial aid next semester must fill out or renew his or her application immediately. Pick up your application and Parent-Confidential Income form at the financial aid office on the first floor by the main desk. Do it now.



Out Of The Pan And Into The Fire

By the White Rabbit

CCP's non-acknowledged hockey team have taken their sticks, pucks and bodies out of the halls and into room 511. In 511 their hockey play has taken the primitive form of the Indian gauntlet. One would assume that they are having fun, but is there any fun in chaos?

Classified

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Sports



Mr. Marritts studies situation.

Ideal Situation For CCP

By William F. Gibson, 3rd

Baseball Team, a popular term loosely applied to men or boys who play baseball together, especially such as have caps (pillis) upon erect stalks or bodies. Success in baseball team growing seems to depend more upon the individual grower (coach) than upon the method, since two growers may each succeed equally with very different methods. The essentials for growing seem to be decaying organic matter in abundance, uniformed but not excessive players and equable rather temperate temperature. The most popular places for cultivating these teams are caves, abandoned mines and quarries, cellars, pits and similar places, where the temperature is naturally suitable or may be artificially controlled. The fields for these teams to practice or grow on are usually made by spreading a layer of well-rotted manure and loam over a firmly packed deep layer of fresh horse-manure. Players or teams of players usually can be spotted in early spring, some continue to grow through-



Mr. Marritts

out the summer and well into autumn, those randomly grow or play in pastures, fields, lawns etc. but seldom reach the pental of greatness or tastefulness of a team under the attentive eye of a grower or coach.

The Community College of Philadelphia has at this very moment (unbeknownst to many, I'm sure) in the subbasement, a spawning, baseball team growing tentatively

(Continued on Page 8)



Pitchers warmup in sub-basement.

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Colonials Split Weekend Pair

By James Brown

The CCP Colonials defeated Northeastern Junior College by a score of 79-46 on February 24. With this defeat they secured second place in the Greater Philadelphia Junior College Conference.

The defending champions, now 16-7, anticipated an early victory after five minutes into the game. Northeastern did not pose much of a threat after the Colonials rolled up an early 32-17 score.

After the game, Hal Taitz, a CCP freshman substitute, commented that although Northeastern's style has been to run and shoot, they couldn't stay with us. Steve Pascavitch and Frank McClain commented also that Coach Burton's defense, when well played, forces bad shots and prevents the fast break.

The Colonials zone consists of

1-2-2 offense. Jack Shouldis plays one front corner, Charlie Orbann plays the other. Mel Dixon and Ollie Johnson play the boards. This offense commands respects from the entire conference as few teams have been able to hold the Champs to less than 75 points.

The team is offensively and defensively well-balanced. "We have our faults like every team but we have five good starters and a good bench" stated Mel Dixon.

Unlike the decisive victory over Northeastern, the Colonials lost the second part of their weekend match. They came across a tough Villanova freshman team, or should it be said they came across Chris Ford and H. Siemionthowski. These two players resemble a cross of a Howard Porter and

Chris Thumberford. The entire team's performance centers around the scoring, rebounding, and controlling of Villanova's offensive game.

The first five or six minutes started off cold. This made the Colonials play catch-up ball, but the train had already left the station. Ollie Johnson battled throughout the game under the boards with the two giants. Ollie blocked ten shots, pulled down 19 rebounds, and scored 20 points. He let the Cats know that the Colonials were not chumps.

The lead exchanged hands several times. The large crowd at the Villanova field house watched the battle and cheered the outcome. It was a bad day in black rock for the Colonials but the sun hasn't set on them yet.

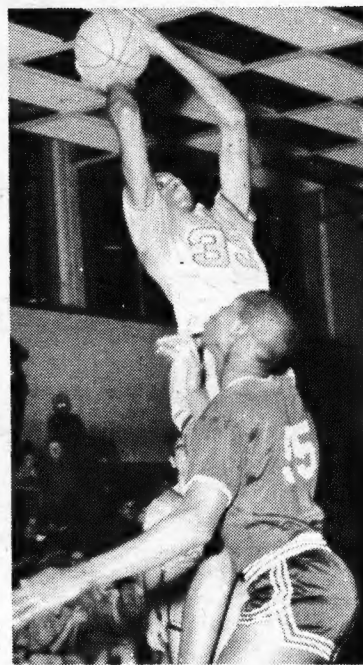


Photo by Chris Wurst

Women's Tennis

Four matches are scheduled for the women's tennis team during April and May. Practice for the team begins indoors Thursday, March 6, in preparation for matches with Bucks and Luzerne County Community Colleges. One of the matches will be at Luzerne and will be a tournament for players from several colleges.

All women with any prior experience in tennis are invited to come to team practices on Thursday mornings, 10 to 12 a.m., in the gym of the Jefferson Medical College. The Community College will provide tennis balls and also tennis racquets for those who need them.

The two coaches, Miss Margaret Jeffries in Room 815 and Miss Nancy Logan in Room 842, will have more specific information for any woman interested in playing tennis.

Tennis sessions for beginners will be held several times a week during April. Beginners or those not interested in team play should leave their names with either of the coaches.

Women's Tennis Matches

April 10 - Bucks County CC - H
April 25 - Bucks County CC - H
May 3 - Luzerne County C.C. - A
May 10 - Luzerne County C.C. - H

Go

Colonials

Villanova

	FG	Free Throws	Reb	Ass'ts	Per. Fouls	Total
Gohl	8	5	3	3	3	21
Daly	9	1	2	2	3	19
Ford	5	5	15	5	1	15
Siemionthowski	4	2	12	2	0	10
McDowell	4	1	14	1	3	9
Gilbert	0	0	1	0	0	0
Reynolds	0	0	0	0	0	0
Totals	30	14	47	13	10	74

Community College

	FG	Free Throws	Reb	Ass'ts	Per. Fouls	Total
Billy Shouldis	1	1	3	1	4	3
Orbann	5	4	7	0	1	14
Jack Shouldis	6	0	4	3	2	12
Johnson	9	2	19	2	4	20
Dixon	1	3	2	1	0	5
Pascavitch	5	1	2	1	5	11
Totals	27	11	37	8	16	65

Northeastern Game

COMMUNITY COLLEGE	PF	Reb	FG	FGA	FAt	Points
Orbann	2	8	10	14	2-4	22
Johnson	1	22	7	13	1-3	15
Dixon	1	3	6	13	0-2	12
Pascavitch	1	5	3	7	0-0	6
Shouldis J	3	4	2	8	4-4	8
Shouldis B	3	7	3	5	1-2	6
Fagan	3	8	1	4	1-2	3
Taitz	1	2	0	3	1-4	1
VanHorn	0	0	1	2	0-0	2
McClain	1	1	0	2	1-3	3
Hughes	0	1	0	3	1-3	1
Grimes	0	5	0	0	0-0	0

Student - Faculty Basketball Game

The third annual student-faculty basketball game, which was played in Saint Matthew's gym, resulted in a 52-47 victory for the faculty. The "old pros," under the guidance of Marine Captain Charles Dougherty, overcame the students in the last five minutes of play. Until this time, the student team had suppressed all administrative actions by maintaining a fifteen point lead. Faced with the possibility of expulsion, the students decided to let the "old pros" win. Thus giving the faculty their third consecutive victory.

Situation

(Continued from Page 7)

under the cultivating eye of Mr. Marritts. The afore-described idealic conditions for growing a baseball team can rarely be found on other Lolabrigida colleges, but they are well a part of CCP. It would then seem that with all of the natural attributes for growth and maturation of a baseball team the "COLONIALS" are going to be a team which we, the student body, can well be proud of. A team which will out class all others, much like a team of Truffles among mobs of mushrooms.

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Johnson Breaks Scoring Record

Friday's 110-67 basketball romp over Spring Garden provided additional glory for CCP's center, Ollie Johnson. Johnson brought his per-game scoring average up to almost 20 points with a record-breaking tally of 43. This tops the previous high of 42 points in a single game set last year by Joe Burton, brother of Coach Jim Burton.



Advertisement

The Sansom Street Mall

On Wednesday, March 5, The COMMUNICATOR went to a happening in the underground area of 20th and Sansom streets. A group of entrepreneurs got their thing together and decided to go underground. The net result is a shopping mall.

The thing on Wednesday was really a cocktail happening. People smoked, talked, drank and got bombed. Naturally, they were talking in the scenery which was composed of groovy chicks and

samples of the dynamite items found in the various shops.

Special mention and attention should go to a very promising shop called Sefadigs Ltd. Dig it! We found a vast array of groovy things like: Brazilian belts, imported bags, tough bells, knitted dresses, buckskin jackets, and super-tough things that you just couldn't get anywhere else.

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(Between Sansom & Chestnut Streets, downstairs)

An exciting new approach to:
clothes, jewelry, art, pipes,
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Open Monday thru Saturday
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